

# Field – Based Experiences Monthly Report Log and Reflection – April 2010

Date: <b><u>April 2010</u></b>		Total Internship hours at the start of the month:	<b>3</b>
Week	Functions	Description	Hrs
<b>1</b>	Week's Activities	Completed, Designed, and put together Yearbook online for the Elementary. This involved using and online application to adjust photos and create design layouts.	<b>5</b>
	Standard/Indicator	TF – I. A.1	
	Communication with Site Mentor	I discussed with my mentor how much I enjoyed this activity and would really like to pursue a career in this.	
<b>2</b>	Week's Activities		
	Standard/Indicator		
	Communication with Site Mentor		
<b>3</b>	Week's Activities		
	Standard/Indicator		
	Communication with Site Mentor		
<b>4</b>	Week's Activities		
	Standard/Indicator		
	Communication with Site Mentor		
<b>5</b>	Week's Activities	Helped teachers create reports in D-MAC in PDF format. Still helping. It is done over the span of weeks. I also showed our team leaders how to download lesson plans into our online curriculum for administrators to view.	<b>1hr.</b>
	Standard/Indicator	TF – IV.B.1	
	Communication with Site Mentor	Discussed with my mentor about how to upload lesson plans to our C-Scope website.	
Hours worked this month:			<b>6</b>
Total Internship hours to date including this month:			<b>9</b>

## Reflection

### Week 1 –

- April 1, 2010 - This month I worked on the school yearbook for this year. I have never done this and was overwhelmed and overjoyed at the same time. I really enjoyed the experience but encountered snags along the way that proved quite frustrating. The previous yearbook designer failed to mention to me that it was extremely difficult to get teachers to turn in photos for the book. They are very eager to see their own classes and students in the book but, very reluctant to turn in pictures. Upon further investigation, I learned the source of this problem. The teachers were not easily able to get the pictures to the yearbook coordinator and didn't really know how. "A large body of literature supports the idea that technology training is the major factor that could help teachers develop positive attitudes toward technology and integrating technology" (Zhao & Bryant, 2005, p53). I first set up folders for each teacher organized by grade level and assignment on our collaborative drive. We called it the U drive. After that, I informed all campus teachers of the new folders and gave detailed instructions on how to access the folders and download pictures into them. Some teachers took advantage of this right away. Others did not know how to get their pictures onto the drive. This led into assisting teachers with how to download photos from their cameras and get them into their folders. I had to "conduct a needs assessment to determine baseline data on teachers' knowledge, skills, and understanding of concepts related to technology" (Williams, 2009, p224) and I had to show them how to download pictures based on what their knowledge base was. I really had not realized how many teachers are lacking basic technology know-how and are willing to be bold in their attempts to do so. In the end, I enjoyed this project very much and would really like to pursue a career in this area. I enjoyed designing the layouts and the creativity I was able to use in designing each page and the cover of the book. I worked on this after I took the Desktop Publishing class in the fall and I was able to use design principles that I learned in that class. I was able to apply the Golden Ratio to my pages in order

to keep the pages pleasing to the eye and design appropriate (Yearwood). It was pretty neat to apply my new knowledge to a real life experience.

#### Sources

Williams, J. & Redish, T. (2009). *ISTE's Technology Facilitation and Leadership Standards*. Eugene, OR:

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Yearwood, J.C. (2009) *The Golden Ratio and the Rule of Thirds* [Online Lecture Notes]. Retrieved from

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Zhao.Y. & Bryant, F. (2005) Can Teacher Technology Integration Training Alone Lead to High Levels of

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Technology Training. *Electronic Journal for Integration of Technology in Education*, 5. Retrieved from

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#### Week 5 –

- April 27, 2010 – Today I helped teachers create PDF documents on our student response recording system. It's called DMAC. We use this system to record student responses from each six week testing document. This system allows us to use "technology resources to collect and analyze data, interpret results, and communicate finding to improve instructional practice and maximize student learning" (Williams, 2009, p230). In this system, each student's answers are logged and kept for the entire year. Results from classes per each teacher are kept in the archives to see yearly progress. With this data we are able to see "the relationship between the performance of the district's low-income [and all student population] students on statewide [and district or school wide] assessments and teacher preparation in the tested subject area" (Barnett, 2007, p3). We use this site to view how students perform after learning a set amount of content. Teachers are then able to see where they need to re-teach or reevaluate what students know and do not know. The teachers in my grade level were frustrated about how to create documents, which ones to create, and how this could help them see student

success and areas that need improvement or revisiting. I found this task to be a lot easier to accomplish and teachers were eager to find ways to understand the program. I first showed them which options to choose in order to make the appropriate document and then how to produce these results in a PDF document. From there, each teacher was able to print the results and we could bring the results together as a team to evaluate grade level successes and where content needed to be re-taught.

This day I also helped my team leader upload weekly lesson plans to our school curriculum (C-Scope) website. From this site, our administrators are able to directly view our lesson plans and the paper trail of lesson plans is cut out. Lesson plans are easily organized and available to teachers and administrators. I really felt odd helping the teacher that is supposed to be leading me. I know we all have talents that we can share with each other, but technology seems to be a place that we all should have some base in and should be building on. However, the more field based activities I do, I find more and more teachers that have not been given or haven't taken that first step in becoming technologically literate. I agree with Linda Starr when she says "many teachers, the experts say, still are reluctant to use technology, mostly because of a lack of time, a lack of resources, or a lack of confidence in their ability to use the available technology."

#### Sources

Barnett, B., Fuller, E., Reeves, C., & Laird, E. 2007. Linking Teacher and Student Data To Improve Teacher And Teaching Quality. *Data Quality Campaign*, March 2007. Retrieved from

[http://www.dataqualitycampaign.org/files/Meetings-DQC\\_Quarterly\\_Issue\\_Brief\\_031207.pdf](http://www.dataqualitycampaign.org/files/Meetings-DQC_Quarterly_Issue_Brief_031207.pdf)

Starr, L. 2009. *Encouraging Teacher Technology Use*. Retrieved from

[http://www.educationworld.com/a\\_tech/tech159.shtml](http://www.educationworld.com/a_tech/tech159.shtml)

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